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SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, the achievements of the National Congress of Parents and Teachers, and the progress of parent education are to be set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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# SCHOOL LIFE

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## Countries in All Parts of the World Are Cooperating to Bring Together Home and School

*Active Participation of Parents in Work of the Schools, Inaugurated in the United States More than 30 Years Ago, is Gradually Welding into One Purpose the Parenthood of the World in the Interest of Youth of Every Land. Methods Vary in Each Country as Internal Conditions and Needs Determine. Parent-Teacher Associations, Called by Many Different Names, Have almost Girdled the Globe*

By MARGARETTA WILLIS REEVE

*President, International Federation of Home and School*

ALTHOUGH the movement to secure closer cooperation between home and school has been active in the United States for more than 30 years, little attention has been paid to its progress in other countries. The fact that the movement expresses a fundamental need is evidenced by the discovery that in at least 33 other nations attempts, in one form or another, have been made to develop such cooperation.

### *Cooperation Needed Between Home and School*

General interest in this subject led in 1927 to the organization of an International Federation of Home and School. In response to an invitation issued in August of that year to foreign delegates attending the meeting of the World Federation of Education Associations in Toronto, Canada, representatives of 12 nations assembled to discuss the advisability of launching the movement, and voted unanimously that there was sufficient demand to justify the experiment. The object agreed upon was: "To bring together for conference and cooperation all those agencies which concern themselves with the care and training of children in home, school, and community; and with the education of parents to meet these responsibilities." Countries whose representatives accepted positions upon the board of managers were Austria, Belgium, Canada, China, Denmark, England, France, Germany, India, Ireland, Japan, Mexico, Switzerland, and the United States. To these have since been added Bulgaria, Cuba, Holland, Hungary, Jugo-

slavia, Latvia, Rumania, and Sweden; making 22 in all.

### *International Federation in Interest of Youth*

The first action of the new organization was the making of a survey of the international field of parent-teacher activity. This task was undertaken by the International Bureau of Education, which sent out a questionnaire, first throughout Switzerland, and then to its correspondents in 55 other countries. In all 77 replies were received, representing 33 countries. Much valuable information was given, and a lively interest was shown in the results of the investigation. The findings, published by the international federation in English, French, Spanish, and German, have been widely distributed. The report groups tabulations under three heads: Associations financed or controlled by the Government; national organizations under private direction; and projects owing their existence to individual initiative and support.

### *Growth of Parent-Teacher Association Idea*

In point of numbers, effectiveness, and influence, the National Congress of Parents and Teachers of the United States holds first place. This organization, with a membership of approximately 1,500,000, is entirely independent of Government direction, but works in closest accord with the Office of Education of the Interior Department and with the organized teachers of the Nation. Its story has been so fully placed before the readers of

SCHOOL LIFE within the past two years that it will be unnecessary to go into details here. A brief bibliography is appended for the benefit of those unfamiliar with its activities.

Next in size and in date of organization is the Western Australia Federation of Parents' and Citizens' Associations, formed in 1921 by the union of 38 local groups.

### *Attention Directed to School Needs*

The "set of objects" drawn up by the federation include: "A demand for complete and free medical inspection and treatment of school children; dental clinics in connection with the educational system; playgrounds controlled by trained kindergartners; land set aside in all districts for future educational requirements; cinemas in all State schools; hostels for country children studying in town; aftercare of all adolescents; central exhibitions of school work; school holiday exchange between school children of town and country districts; and cooperation by the federation in placing boys 'on the land' under proper conditions."

The federation has brought these objects before the proper authorities, and great progress has already been made toward their realization. A Guide Book for Parents' Associations has been compiled, an official organ, "The Parents' and Citizens' Broadcaster," has been established, and health and playground committees have been organized to promote among parents knowledge on these subjects. In other States of Australia school



committees and parents' and citizens' associations are performing similar functions.

In 1916 the parent-teacher movement was introduced into Canada, beginning in the Province of Ontario, where there is a strong and influential organization. Thence it spread to the Provinces of British Columbia, Alberta, Saskatchewan, and Nova Scotia; and in 1927 these five provincial federations united to form the Canadian National Federation of Home and School. Since that time activity has greatly increased throughout the Dominion, and local units are springing up rapidly in other Provinces. Based upon the system and methods of the National Congress in the United States, but more closely allied with the Government in some instances, excellent progress has been made by these associations. Special emphasis is laid upon improvement of school conditions, health and recreation of children, and their education in international understanding and good will. Opportunities for parent education are also beginning to be recognized.

#### *New National Groups Constantly Added*

The latest national group formed to bring about parent-teacher cooperation is the Home and School Council of England, organized in June, 1929. This is a federation of some 40 agencies working for child welfare—parent-teacher and parents' associations, child study groups, and health and educational organizations of various types. Each group sends delegates to sit in the council, and as need and opportunity arise the central body

correlates, encourages, and assists the separate activities.

Hitherto concerned chiefly with the material advantages obtainable for the schools through parent interest, meetings of the parent-teacher associations or parents' associations in England have been devoted to lectures, demonstrations of school work, or of sports, etc.; with occasional visiting days or weeks when parents are invited to attend classes and observe teaching. There has been little or no encouragement of parents to cooperate by assuming their share of responsibility, but closer acquaintance with methods employed in other countries is bringing about a marked increase in interest in the home and school movement, as well as in its wider applications to home and community conditions as an educational auxiliary of no mean importance.

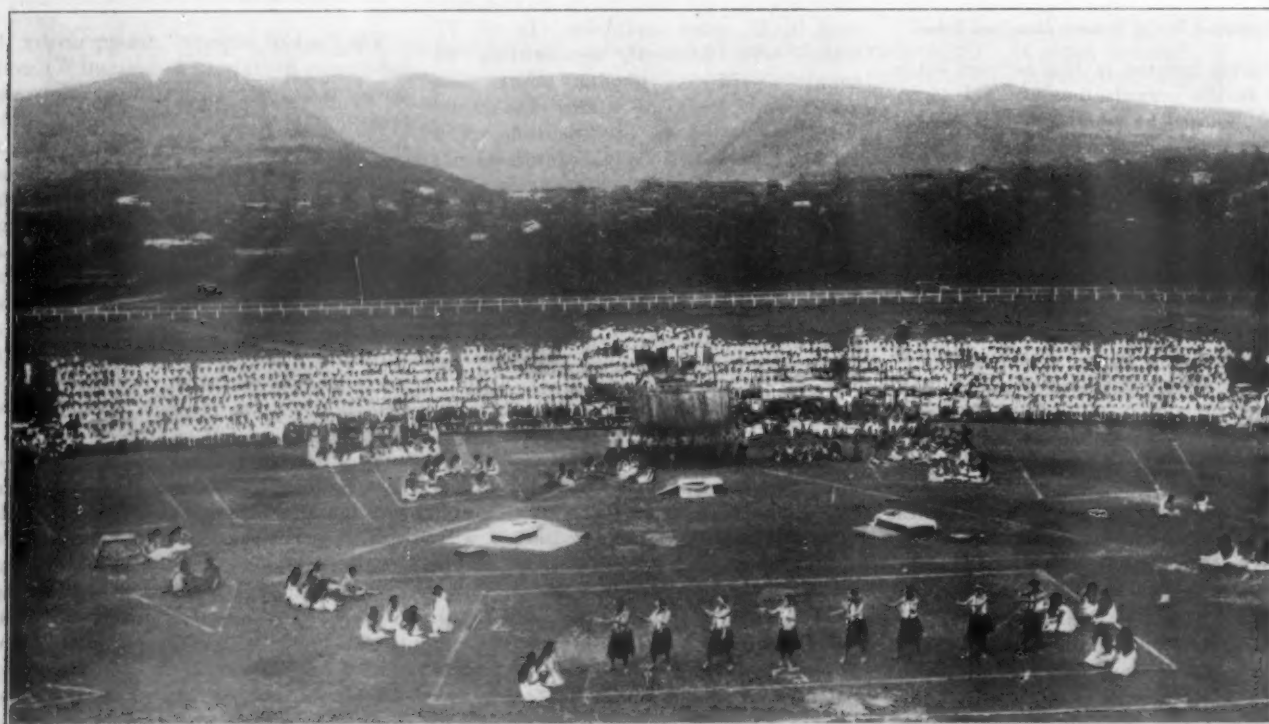
#### *Appreciation of Movement Increasing in France*

In France the idea has expressed itself in a variety of ways, none of which has been completely successful because none is sufficiently general in character to meet the need for nation-wide programs and standards, though locally each has rendered valuable service. The intensely centralized system of education, the gulf between primary and secondary schools in France, and the heavy proportion of small town or rural communities, have thus far militated against any approach to such a movement as has been established in this country and in Canada and Australia. Politics, both national and local, ignorance on the part of teachers as

to the real purpose and function of such organizations, and lack of leadership, especially in smaller communities where women have taken no part in civic or educational work except as teachers, are some of the causes assigned by those interested in its extension. A questionnaire recently sent out under the approval of the ministry of education brought replies which show widespread and growing desire for information and material upon the subject. A conference of leaders of various national groups, called under the auspices of the minister of education in Paris in June, 1929, resulted in a better understanding of the movement as represented in the International Federation of Home and School, and a readiness to cooperate so far as national conditions and systems will permit. There is in France a federation of 70 parents' associations in the secondary schools; also school cooperative associations of pupils (Coopératives Scolaires), in which parents are taking an increasing interest; and quite an extensive organization known as "Friends of the School."

#### *Different Organizations Meet Needs of Mothers*

Groups of mothers are connected with many of the nursery schools (Écoles Maternelles), where teachers do admirable work in giving to the more humble mothers clear and practical instruction in the care and training of their little ones; and there are in some districts parent-teacher associations of the accepted type, functioning well and reporting highly satisfactory results. Through these various groups



Students of McKinley High School, Honolulu, in typical native scene. This school has an active parent-teacher association



seeking to bring home and school closer together, certain definite benefits are secured for the children. Clothing and food are supplied to needy pupils; festivals, cinemas, and school adornment bring beauty into their lives; courses in home management have been held for young girls and for mothers; holidays have been arranged for boys and girls, and through the cooperation of an important enterprise under private direction but recognized as a public utility by the Government, "L'Hygiène par l'Exemple" (health by demonstration), health education, sanitation, and nutrition have been introduced into schools and through them into thousands of homes.

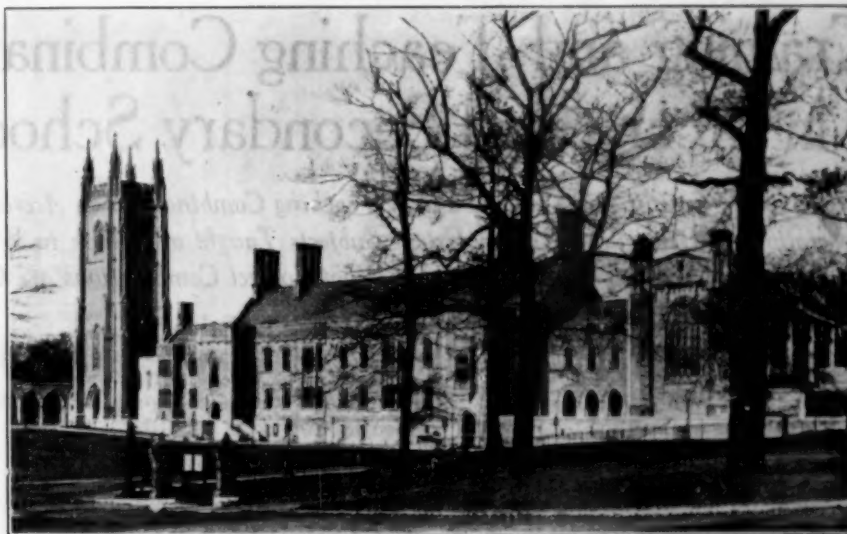
#### *Political Domination Retards Work*

In Austria and Germany there is extensive parent-teacher organization, but it is almost entirely controlled by politics, and parents have little or no part save to listen, and to furnish special equipment, scholarships, etc. Home life is untouched by its activities, contact with teachers being upon the ground of school improvement. Local units are grouped under the various types of school: Elementary, secondary, rural, and Catholic, each having its separate national administration. Here again, however, the leaven is at work, and many of the progressive teachers are seeking to bring about a change which shall permit of intelligent cooperation of the parents in matters of child training.

Hungary has thus far approached the solution of its recognized child problems through the École Maternelle, or combined nursery school and kindergarten, reaching thus the mothers of preschool children. It is of interest to note that in practically all European countries these Écoles Maternelles are under the State system, and therefore these parent groups constitute an important phase of home and school cooperation. Since they reach the parents when the children are but 2 years old, they play a major rôle in the establishment of good habits, both mental and physical. Hungary is eager to carry the movement into the upper schools, and a director has recently been appointed to inaugurate a national parent-teacher program.

#### *Smaller Countries Falling into Line*

Latvia has been "stepping forward" rapidly since the war. It has a system of school councils composed of the principal of the school and a parent and a teacher from each grade. This council has power to elect teachers, and its participation in school administration has given rise to many misunderstandings. There is a parents' and educators' association, controlled by the Social-Democrats, and there is also a Latvian Parents'



University of Toronto—Birthplace of International Federation of Home and School

Association. The racial divisions in this little country are so acute that each nationality has its own organization, and this last group, which is endeavoring to bring about national federation, is as yet too new for a fair estimate of its success and value.

Rumania has developed a good system of collaboration through school committees composed of parents, teachers, former pupils, communal authorities, and other interested citizens. These committees promote the welfare of the school, supply lectures, open-air schools, workshops, holiday homes and excursions, help needy children, and undertake the repair and sometimes the construction of school buildings. There is no national connection between the units.

#### *Effective Work Done in Yugoslavia*

Jugoslavia has in its secondary schools an association known as "Home and School," which seeks to promote cooperation between parents and teachers for the education of the child and improvement of the school, especially in procuring workshops, gymnasiums, playgrounds, etc. The secondary schools of Poland and Estonia also have such associations, and from Russia we hear of parents' associations, consisting chiefly of parents organized for the material assistance of schools.

Czechoslovakia has a number of individual groups doing good work, which, under the recently appointed director in the international federation, may be encouraged to unite. Their program is perhaps closer than that of any other national group of which we have knowledge, to the conception of the movement as it is held in the United States. Among others it covers these points: "Supervision of the education of youth, both in school and outside of school; promotion of the education of the family through

advice, assistance, lectures, meetings; education of parents in child training, social science, and health; spread of knowledge with regard to school problems; maintenance of friendly relations between home and school; promotion of moral and physical training, and afterschool activities."

#### *Home and School Cooperation in India*

India has a league of parents and teachers which has for its chief object the abolition of the all-too-common corporal punishment, both at home and in schools of the country. It also endeavors to spread among parents and teachers a knowledge of newer discoveries and advances in the field of education. Apart from this organization, which is not of great extent geographically, there is little or no systematic work of this type, though great need is reported, and Indian educators are ready to lend their support. A vast field of usefulness exists, especially in smaller communities, where mothers should be reached with simple instruction in hygiene and child care. For young women and teachers going into rural districts, it should promote training in home economics and in community organization, in secondary schools and normal schools.

#### *Appointment of Directors Promotes Movement*

The All-India Federation of Teachers, at its session in Bombay in 1929, passed resolutions favoring national extension of home and school cooperation; and the All-India Women's Conference on Educational Reform made a strong plea for this movement. Two directors for India have been appointed in the international Federation of Home and School, and every possible assistance will be given to the work.

(Continued on page 59)

# Training and Teaching Combinations of Teachers in Accredited Secondary Schools of the South

*A study of the Training of Teachers and of Teaching Combinations in Accredited Secondary Schools of the Southern Association, to Determine to What Extent Subjects Taught are Those in Which Teachers Majored or Minored in Higher Institutions; and What Subject Combinations are Considered Desirable*

By M. E. LIGON

*Professor of Secondary Education, University of Kentucky*

MUCH has been said in recent years about the training and placement of high-school teachers. This problem includes three fundamental factors: (1) The curriculum of the college in which the teacher receives his training; (2) certification of the teacher by the State board of education or its authorized agents; and (3) assignment of these teachers to their duties by superintendents and high-school principals. If much progress is to be made in the solution of this problem, the colleges, the State boards of education, and the administrators of local high schools must unite in a cooperative program.

## *Training and Teaching Problems in Southern State*

This paper will be concerned with the training and teaching combinations of teachers in secondary schools of the Association of Colleges and Secondary Schools of the Southern States. This problem was brought before the association at the annual meeting in 1925, in the form of a resolution requiring accredited schools to assign beginning teachers to teach the subjects in which they had majored or minored in college. The resolution precipitated a discussion which resulted in the appointment of a committee "to give this matter a thorough investigation and report at the next meeting." The author of this paper was made chairman of the committee.

In the autumn of 1926 the chairman of the committee prepared a questionnaire, which was sent to teachers by the secretary of the Secondary School Commission. Answers received gave information concerning the college attended, degrees received, major and minor subjects, other subjects studied, subjects now taught, what subjects instructors preferred to teach, and what subjects would make a good combination with the major subject now taught.

The total number of schools accredited by the association for 1926-27 was 933, and the number of teachers was 12,912. Replies to the questionnaire were received

from 11,472 teachers, representing 838 schools.

## *Relation of Subjects Taught to Subjects Studied*

In tabulating the major and minor preparation in relation to subjects taught, it was necessary to separate the teachers into two groups on the basis of their major subjects. The first group is made up of those teachers who have majored in academic subjects in colleges of arts and science and those teachers who have been trained in schools of a special character such as engineering, law, commercial subjects, etc. The second group consists of those teachers who have majored in education and minored in academic subjects. The separation into these two groups has been necessary in order that adequate comparisons might be made. In the case of teachers who have majored and minored in academic subjects in colleges of arts and science, it is natural to expect in the majority of cases that they would teach these majors and minors. On the other hand, teachers who have majored in education would be expected to teach their first and second minors. In making comparison of the teaching subjects of the two groups, the first and second minors of the latter group are to

be compared with the majors and first minors of the first group.

In some respects the basis of grouping described in the preceding paragraph is unfair to the first group. In the first place, practically all the teachers without degrees fall in this class. Secondly, those teachers who have majored in psychology, geology, astronomy, bacteriology, etc., are in this group. Thirdly, those teachers who have received their training in special schools of engineering, commerce, law, etc., are in this group. The presence of these teachers within the main group tends to lower the number of teachers who are teaching their major subjects.

## *Subject Combinations Taught by Teachers*

One is struck with the fact, as shown in Table 1, that only 42.84 per cent of the teachers are teaching the subject in which they majored in college. In Table 2 the number teaching the first minor is only 31.06 per cent of the teachers in this group. Item 11 in each of the tables, indicating the number of teaching subjects which were studied as neither majors nor minors, is significant.

One item of the questionnaire inquired concerning the subjects which instructors were teaching. Replies to this question

## *Majors in arts and sciences*

TABLE 1.—The combination of majors and minors and other subjects, and the number and per cent of teachers who teach these combinations

Combinations	Number of teachers	Per cent of teachers
1. Number teaching major subject.....	4,499	42.84
2. Number teaching major and first minor.....	700	6.66
3. Number teaching major and second minor.....	341	3.25
4. Number teaching major and first and second minors.....	87	.82
5. Number teaching major and other subjects.....	946	9.00
6. Number teaching first minor only.....	864	8.23
7. Number teaching second minor only.....	411	3.91
8. Number teaching first and second minors.....	201	1.91
9. Number teaching first minor and other subjects.....	351	3.35
10. Number teaching second minor and other subjects.....	178	1.60
11. Number teaching other subjects not major or minor.....	1,462	13.92
12. Number not tabulated.....	463	4.41

## *Majors in education*

TABLE 2.—The combination of majors and minors and other subjects, and the number and per cent of teachers who teach these combinations

Combinations	Number of teachers	Per cent of teachers
1. Number teaching major subject.....	53	5.47
2. Number teaching major and first minor.....	6	.62
3. Number teaching major and second minor.....	7	.73
4. Number teaching major and first and second minors.....	3	.31
5. Number teaching major and other subjects.....	16	1.65
6. Number teaching first minor only.....	301	31.06
7. Number teaching second minor only.....	117	12.07
8. Number teaching first and second minors.....	55	5.68
9. Number teaching first minor and other subjects.....	95	9.80
10. Number teaching second minor and other subjects.....	46	4.75
11. Number teaching other subjects not major or minor.....	253	26.11
12. Number not tabulated.....	17	1.75

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have been arranged in Table 3. Subjects commonly taught in accredited schools of the association have been arranged in alphabetical order.

Table 3 indicates that very few well-defined combinations have been established. English, mathematics, French, Latin, science, social science, and Spanish are combined with practically every other subject in the curriculum. These are the subjects around which the curriculum is built. In the cases of English and the social sciences it appears that a teacher of any other subject is prepared to teach these. In the case of English the tabulation favors Latin and the social sciences as suitable combinations with English. In the case of mathematics, science and social science seem to be the favored combinations with mathematics.

#### Teachers' Choices in Subject Combinations

Anticipating a situation similar to that shown in Table 3, the teachers were asked to suggest a subject that would make a good teaching combination with their major subjects. The combinations suggested by the teachers were arranged in a table of the same form as Table 3. The combinations suggested were spread over almost as many subjects as are indicated in Table 3. The majority of English teachers favored French, Latin, and history as suitable combinations with English. Social-science teachers favored English as a good combination with the social-science group. Teachers of French favored Latin, Spanish, and English. Teachers of Latin favored English, French, and history. Teachers of mathematics suggested science as a suitable combination. This was verified by the teachers of science who suggested mathematics as a combination with science.

The facts of Table 3 center about the following combinations in the academic or literary subjects: English and Latin, English and social science, French and English, French and Latin, French and Spanish, Latin and English, Latin and French, Latin and social science, mathematics and science, science and mathematics, social science and English, Spanish and Latin, Spanish and French, Spanish and English.

The combinations suggested by the teachers center about the following combinations: English and Latin, English and French, English and history, social science and English, French and Latin, French and Spanish, French and English, Latin and English, Latin and French, Latin and history, mathematics and science, science and mathematics, Spanish and English, Spanish and Latin, Spanish and French.

TABLE 3.—Showing combinations of subjects taught

	Agriculture	Art	Coaching	Commercial	Education	English	Extracurricular	French	Home economics	Latin	Manual arts	Mathematics	Music	Physical culture	Psychology	Science	Social science	Spanish	Total
Agriculture.....	88	1				3				1	4	12		2		27	4		132
Art.....	11	64		1		1											1		82
Coaching.....			2	3															5
Commercial.....		1	2	684		8			1	2	6	17		1		4	9	3	638
Education.....					20	3			1	1	1	3							46
English.....	1	3		17	6	1,601	5	82	13	104	3	86	6	15	25	50	276	33	2,325
Extracurricular.....						1	18	5				1		1					27
French.....				1	1	50		176	3	46		19		1	1	18	45	67	428
Home economics.....		2		1		14		2	616	2	4	9		9	1	98	28	6	792
Latin.....				3	5	119	4	95	3	483	1	60	1		1	20	57	35	887
Manual arts.....	3		1	1		1				1	314	17	1	1		13	4	2	359
Mathematics.....	4	1	6	18	1	54	2	17	1	36	2	1,247	21	7	7	171	106	9	1,720
Music.....						3	1	1	1			1	129	5		1	2	2	146
Physical education.....	1		6	1		4			2	1		6		153	3	5	8	2	192
Psychology.....					3		1					1			3	2		1	13
Science.....	3		5	5	11	21	1	10	12	8	11	117	2	9	8	959	79	10	1,265
Social science.....	1	3	3	13	7	118	7	24	11	45	3	93	7	18	8	79	1,024	35	1,499
Spanish.....						31	3	31		31	4	24	1	2	1	6	25	247	408
Not tabulated.....																			506
Grand total.....																			11,472

The facts of Table 3 and the suggested combinations of the teachers indicate that well-defined teaching combinations can be arranged. Both groups of facts indicate that the following combinations can be established:

English and Latin, English and French, English and history, French and Latin, French and Spanish, Latin and history, mathematics and science, Spanish and English, Spanish and Latin.

The facts of this study bring us back to the statements of the opening paragraph. Principals, superintendents, and teachers must work out well-defined teaching combinations for the subjects commonly found in all high-school curricula. The colleges training teachers must then establish curricula which will train prospective teachers to teach these combinations. The State board of education must then certify these prospective teachers to teach the combinations of subjects in which they have received their training.

#### Summary of Results

From the results of this study the following conclusions can be drawn:

1. The per cent of teachers assigned to teach subjects in which they have made special preparation does not indicate that the assignment of teachers on the basis of training has received adequate attention.
2. Approximately 14 per cent of the teachers trained in liberal arts colleges are teaching subjects in which they neither majored nor minored.
3. Only 31.06 per cent of the teachers trained in teachers colleges are teaching their first minors.
4. Twenty-six per cent of the teachers trained in teachers' colleges are teaching subjects in which they neither majored nor minored.

5. Many teachers majored in subjects in colleges which are not taught in the high school.

6. Approximately one-fourth of the teachers are teaching two or more subjects.

7. The combinations of subjects which teachers are teaching indicate that due consideration has not been given to this problem.

8. The combinations of subjects suggested by the teachers indicate that the teachers would prefer to combine related subjects.

9. The high-school course of study has not received due consideration in planning curricula for the training of high-school teachers.

10. The number of teachers majoring in subjects not taught in the high school indicates that adequate guidance has not been provided by the colleges for students who are planning to teach in the secondary schools.

Agriculture will be taught hereafter in all public schools of Cuba. Visits to government agricultural stations will supplement theoretical work of the schools. A recent law makes a course in the elements of agriculture compulsory for all fourth-year secondary-school students.

A file of 100,000 references and 30,000 courses of study has been made by the bureau of curriculum research at Teachers College, Columbia University, New York City, in a 4-year project in bibliographical research on educational subjects. More than 60,000 of the references, which include every educational article published since 1910, have been abstracted and evaluated, and are ready for use.



## Spain's University City Under Construction in Historic Madrid

*To Make Real the Dream of King Alfonso to See Spain the Cultural Center of Spanish-Speaking World, a Great University City is Under Construction in Madrid. Other Nations Invited to Assist in Enterprise and Share in Benefits of New Educational Center*

From INFORMATION SUPPLIED THE AMERICAN REPRESENTATIVE

*By United Press Correspondents in Spain and America*

SPAIN'S University City—Ciudad Universitaria—destined to be the cultural center of the Spanish-speaking world, is on the road to realization.

The idea back of the University City is relatively new. It originated in the brain of His Majesty, King Alfonso XIII, and he brought the matter to public attention in 1927 when he declined all the festivities that were proposed to commemorate the twenty-fifth anniversary of his reign which Spain celebrated that year, and told the people that nothing would please him more than for his country to support the movement for the construction of the new university in Madrid. The King's suggestion was warmly received, and not only is all of Spain interested in the work but other nations, particularly the Americas, are taking a part in its erection.

Dr. Don Florestan Aguilar, Viscount de Casa Aguilar, head of the Odontological School and secretary of the building commission of the University City, recently described the enterprise as "not national in scope, but international." "It will eventually be the center of higher learning for all of the Spanish-speaking countries of the world," he said, "and more than that—it will be a great center for students of other nations. Many students will come from the United States, not only to study the Spanish language, but to study the antecedents of their own country. Others will come to study art. Our interchange of students between France and Spain will be accentuated."

### *Construction Work Now Under Way*

Two thousand men are at work on the campus, excavating, constructing roads, and erecting buildings. Doctor Aguilar explained that, in spite of the hugeness of the project, which calls for an expenditure of 360,000,000 pesetas, or about \$53,000,000 (American), the building fund has on hand about 200,000,000 pesetas, part of this being obtained as loans from the Bank of Spain, which are to be repaid through the annual lottery for the benefit of the university, which produces about 12,000,000 pesetas per year.

The University is situated in one of the healthiest sections of Madrid, in the Moncloa Park district. On one side the

campus will be linked to the Parque de Oeste; on the other it will have the Manzanares River; it will border the city on the third side, and the other end will reach the Pardo Palace, one of the Royal palaces. It will contain 1,615 acres (650 hectares), full of rolling hills, and in the distance may be seen the Guadarrama Mountains. On the campus 25,000 trees have been planted, and 25,000 more will follow. The monument to Queen Maria Cristina, who died early this year, will be erected at the university. There will be beautiful drives, and one of them, the Alfonso XIII Avenue, will be 40 meters wide and 3 kilometers long.

### *New University to Absorb Other Institutions*

Although the University City is entirely new, it will absorb various institutions already at Moncloa, and later the University of Madrid will move to the new site.

The germ of the idea of the University City came 10 years ago from the need for immediate expansion of the Medical College, which was teaching 3,000 students with facilities for 400. Through the interest of the King, the Medical College obtained the grounds it needed, and in 1921 when the construction of hospitals to care for the wounded in the Moroccan campaigns became necessary, several buildings were added to the college. In addition, the School of Agricultural Engineers, Institute of Hygiene Alfonso XIII, the clinic of the Rubio Institute, the Cancer Institute, the Prince of Asturias School for orphans whose fathers were physicians, and the Casa Velasquez, a residence for French students, all of these built in the last few years, have been incorporated into the plan for the University City.

### *Provision Made for North American Students*

One of the buildings nearing completion is the Amo Foundation, made possible by the generosity of the Spanish philanthropist now residing in California, Don Gregorio del Amo, who provided 2,000,000 pesetas for its erection. It will be devoted principally to housing North American students, and they will be provided with all the comforts found in mod-

ern American hotels and clubs. The building is equipped with the most modern heating and cooling machines; it has its own ice-making plant, has model kitchens, etc.

While no provision for housing South American students as individual groups has yet been made, Viscount Aguilar predicts that eventually Argentina, Chile, Peru, and Mexico will have their own buildings, and possibly other countries.

It is estimated that five years will be required for construction of the city. When completed it will be a busy center of more than 15,000 people, including students, professors, servants, nurses, and patients at the hospitals. One hospital alone will have 1,500 beds. The Medical College probably will have 4,000 pupils, and the Odontological College 1,000 when they move to the new plant. There will be schools of science, philosophy, law, and public health. The Institute of Fine Arts will include departments of architecture, painting, sculpture, and music.

### *University City Complete in Itself*

In addition to the academic buildings, provision will be made to supply everything needed by the student so that he will not be forced to go to Madrid to hunt lodgings or do shopping, or even go to church. In addition to the buildings already projected, others probably will be erected through donations from interested persons or institutions.



### *School of Music Taken Over by University of Michigan*

The University School of Music, which has been conducted heretofore as a separate unit by the University Musical Society of the University of Michigan, became this fall an integral part of the university. The school was founded in 1892, and has an enrollment of 750. It will be governed by the present directors, subject to approval of the regents. Students in the University School of Music will be on a parity with students in other schools and colleges of the university.



One month's earnings of students at the University of Southern California, Los Angeles, amounted recently to \$142,678.81. It is said at the university that the general state of health and mind of students who are part-time workers compares favorably with that of students who make no such contribution to their own support; and that the practical experience gained, and the contacts made by the workers are a decided asset in their future careers.

# The Library of the Office of Education and Some of its Special Collections

*Being a Brief Story of the Beginnings and Growth of the Library of the Office of Education, Which has Expanded Within the Space of Less than 60 Years from a Small Selection of About 100 Volumes to its Present Status as One of the Largest and Most Complete Libraries of Pedagogical Literature in the World*

By MARTHA R. MCCABE

*Acting Librarian, Office of Education*

and

HENRY RIDGELY EVANS

*Acting Editor, Office of Education*

BOOKS are to the teacher and the research worker what tools are to the artisan and the laboratory to the scientist. From the inception of the Office of Education, formerly the Bureau of Education, the commissioners of education have stressed the importance of its library, and have done all in their power to secure appropriations from Congress for the purchase of books. When Gen. John Eaton succeeded Dr. Henry Barnard as commissioner in 1870, he found no library, only a small collection of city and State reports.

## *Small Collection Forms Nucleus of Library*

Doctor Barnard, however, on assuming office in 1867, brought with him a small but excellent private pedagogical library, which upon his retirement was purchased by the Government. Around this as a nucleus, the library was built. In 1870 there were in the library (exclusive of Doctor Barnard's collection) no more than 100 volumes; to-day there are about 135,000 volumes.

General Eaton was an enthusiastic advocate of public libraries, and an epoch-making special report on the subject, issued during his term of office, gave a great impetus to the public library movement in the United States. It was entitled "Public Libraries in the United States, their History, Condition and Management, Part I," edited by S. R. Warren and S. M. Clark, 1876. According to early chroniclers of activities of the office, this report on public libraries revolutionized and almost recreated the methods and appliances of library management and administration. Francis Parkman, the American historian, wrote as follows to General Eaton: "I hope you will allow me to express my sense, not only of the indefatigable labor required in its preparation but of the great value of the result."

The foregoing report was supplemented by Rules for a Dictionary Catalogue, by Charles A. Cutter, four editions of which have been issued, and it is still in demand.

During the régime of Dr. William T. Harris the library was catalogued according to the decimal scheme of Melvil Dewey, and many works on philosophy and psychology were purchased.

Under the succeeding administration of Dr. Elmer E. Brown, with the cooperation of the Library of Congress, the library of the office was completely reorganized, and the classification of the Library of Congress was adopted and its printed cards used. Succeeding commissioners have also emphasized the value of the library and endeavored to place it on a higher footing.

## *A Special Educational Library Required*

The character of the books demanded in a collection for the use of specialists in the educational field is widely different from the type of material in a large public library, the university library, or the subscription type of library, inasmuch as it must be confined to pedagogical, or closely allied literature. The teaching

of the subjects of the curriculum of all grades of public and private schools, from the preschool age through the graduate and professional schools; the training of teachers; the organization, administration, and supervision of schools; school boards; school plants and building programs; and also research in all these fields, must be represented with the best publications to be obtained. No small part of the value and integrity of such a collection lies in the elimination of material that has no bearing upon, or but slight relation to, the main theme which is education; as well as in preventing the collection from becoming too large and too diversified in its character. On the other hand, everything pertaining to a thorough study of educational matters should find its place in a library of this character.

## *Collection of Official Educational Reports*

Many years ago the Office of Education began the collection of the annual and biennial reports of State superintendents of public instruction, and of all official publications of the States. With the cooperation of State officers, this file has been made as complete as it is possible to make it. In some instances the collection is found to contain a more complete file than the States possess in their own State libraries. In addition to the State publications, reports of the larger and more important cities have also been collected, and they form an imposing array of material. These publications are kept up to date and furnish valuable information for the use of specialists in the office, for whom the material is primarily designed. Space has not been found adequate for collecting similar material from the smaller towns and villages.

Besides the books, and the reports and proceedings of various educational associations of the country, the library has for many years received and bound the volumes of educational periodicals, thus forming a practically complete file of the



Frontispiece to rare book on arithmetic





Frontispiece to the Great Didactic of Comenius

most important periodicals on general and special subjects, especially of periodicals published by State departments of education, and by State education associations. These periodicals present a fairly accurate picture of the development of education in the individual States, and are of value in the history of education in that locality. In addition, catalogues and registers of the several hundred institutions of higher education in the United States, and in many foreign countries, have been collected as far back as their beginnings, whenever possible, and these are augmented by the reports of presidents and treasurers. It is safe to say that there is not to be found anywhere in the country so complete a collection of the catalogues of colleges and universities and teachers colleges as is to be found here.

These are bound, and constitute a real field for research in the development of higher education in the United States.

#### Collection of Old and Rare Textbooks

The library of the Office of Education possesses another collection that is unique, namely, its museum of textbooks. Thousands of textbooks in the different subjects of the curriculum have been brought together here, and are classified under their subjects as readers, arithmetics, histories, English, language and literature, geographies, etc. Early specimens of textbooks appear in their quaint old bindings and types, along with modern textbooks, furnishing interesting comparisons of methods and content, as fascinating to a specialist in this field as are the old types of automobiles and airplanes in the

National Museum to specialists in motor or aviation construction. The library acknowledges gratefully the cooperation of the Library of Congress, of publishers of textbooks, and of authors, in helping to build up this valuable collection of textbooks. Within this group are found many of the oldest McGuffey readers, including the early primers, which are now very rare—but well advertised to-day through the activities of Henry Ford and his McGuffey reader reprints—and a few rare textbooks used in the Confederate States during the Civil War. This collection of textbooks is not complete, and it is the hope of the library administrators that many additional old and rare books of the types alluded to may be acquired either by gift or by purchase, and be placed alongside those already on the shelves of the library. A few titles of old and rare foreign textbooks, French, German, Latin, Old English, etc., have been selected out of many others and are listed here:

#### Some Rare Books in the Library

Agricola, Rudolf. *Rodolphi Agricolae Phrisii, de inventione dialectica libri tres, cum scholiis Joannis Matthaei Phrissemilii*. Parisiis, apud Fran. Gryphum, 1538. 229 p. vellum. 8°.

Antoniano, Scritti da M. Silvio. (Tre libri) *Dell' Educatione Christiana de I Figliuoli* ... In Verona, 1584. Appresso Sebastiano dalle Donne, & Girolamo Stringari, Compagni. 185 p. vellum. 8°.

Boltz, M. Fridericus. *Exercitatio Academica de Causis Jacturae Rei Literariae* ... Vitembergae, Saxoniae, 1717. 200 p. (Original binding gone, rebound in half morocco.)

Crenius, Thomas. *De Philologia Studiis Liberalis Doctrinae, Informatione & Educatione Litteraria* ... Lugduni in Batavis, Ex officina Davidis Severini, 1606. 490 p. vellum. 4°.

Da Crauegna, Gio Giacomo Pierantonio. *Diverse Operationi d'Arithmetica*. Bologna, Giacomo Monti, 1652. 176 p. 8°. paper.

*Declaration d'un des Beaux Desseins Qui Soient en France* ... 1640. 68 p. 16°.

Flaminio, Giovanni Antonio. *Flaminii Dialogus*. [Dialogus de Educatione ...] 1524. 40 p. part vellum.

Martin, Benjamin. *A new compleat and universal system or body of decimal arithmetick*. London, Printed for George Keith in Grace-Church-Street, 1763. 402 p. (Original binding gone, replaced in paper.)

Varignon, de Monsieur. *Elopiens de Mathématique* ... Des Academies Royales des Sciences de France, d'Angleterre, & de Prusse, Professeur de Mathématique au Collège de Mazarin, & Lecteur du Roy en Philosophie, au Collège Royal. A Amsterdam, chez François Changuion, 1734. 126 p. and 22 tables of illustration, folded. vellum. 4°.

#### Unique as an Educational Library

It should be said that the library of the Office of Education is not a competitor of the large public library, which must of necessity contain complete collections along general lines and also along very specific lines, for its constituency is the general public. The 135,000 volumes, or thereabouts, are not scattered over the various subjects in which the general public is interested, but are confined to the one subject of education, or pedagogy. It is one of the largest and most complete



libraries of pedagogical literature in the world, and it has a very definite work to accomplish. It aims to be of special service to the specialists of its own office and to the teachers and educators of the United States. The library also desires and plans to be of as great assistance as possible to its sister libraries of all types, large and small, and undertakes to do everything it can to encourage and assist libraries in general, and school libraries in particular, by giving information, advice as to book selection, book lists, and in rendering whatever service it may be able to perform.

In addition to this advisory service, the library furnishes several other distinctive and significant services to its constituency, namely: The interlibrary loan service; bibliographical service; educational research service; reference and information service; collecting and compiling information on libraries and on educational associations for the annual educational directory; printed catalogue-card service in cooperation with the Library of Congress; and the library contributes each month to *School Life* a page of annotated notices of New Books in Education.

#### *Seeks to Meet Present Educational Demands*

As the library has little available space for duplicates in its rapidly growing collection, most of its book lending is done through interlibrary loans, except in the case of borrowers in whose locality there is lack of adequate library facilities. In its bibliographical service, the library division compiles and several times a year publishes in bulletin form a *Record of Current Educational Publications*, giving a classified and annotated list of recent books and articles; and a series of *Library Leaflets* dealing with important current educational subjects. The library also supplies typewritten and mimeographed bibliographies.

Two years or more ago, at the request of many educators interested in educational research throughout the country, the new service of collecting information concerning educational research was inaugurated in the Office of Education and has been carried on in the library. The information includes reports on studies in educational research just completed, as well as of studies that are in progress in the various research agencies. Blank cards in questionnaire form are sent each year to all colleges and universities, research bureaus, and other agencies maintaining any educational research activities. Such studies are reported on cards which are returned to the library and filed for reference, and these are accessible to the public. This work has resulted in the issuing of two mimeographed studies, one in March and one in May, 1928; of *Bulletin*, 1928, No. 22, *Bibliog-*

raphy of Research Studies in Education, 1926-27; and in the completed manuscript of another bulletin which will include the studies completed in 1927-28. Material for the current year, 1929-30, is now being collected. The library also maintains a reference and informational service in matters relating to education, conducted in part by correspondence, in part by telephone, and in part through personal calls upon the library.

The library of the Office of Education contains a number of rare old books of special interest to scholars. One parchment-bound folio, in particular, the *Great Didactic* of John Amos Comenius, published in Amsterdam in 1657, would delight the heart of a bibliophile.

Another rare folio is "*Athenae Oxonienses*: An exact history of all the writers and bishops who have had their education in the most ancient and famous university of Oxford, from the fifteenth year of King Henry the Seventh, A. D. 1500, to the author's death in November, 1695 . . . to which are added the *Fasti*, or *Annals*, of the said University." By Anthony Wood, M. A., London, 1721.

Other interesting books are: Quintilian's "*Regulae paedagogicae*," printed in Würzburg, Germany, in 1783; and Jacob Middendorp's "*Academiarum orbis Christiani libri duo*, Coloniae, apud M. Cholium, 1572," bound in hand-tooled parchment.

For adults handicapped by deafness, educational and vocational courses are offered in evening classes in Gallaudet School for the Deaf, St. Louis. The purpose is to give deaf persons the advantages that are offered to hearing adults in day classes in public schools. Sessions are held twice a week, and 70 adults are enrolled, with an average attendance of 11 in each class.

#### **Benefits of School Medical Inspection**

The number of full-time school medical supervisors employed in New York State increased during the past four years from 3 to 47. A medical survey was made last year of every public school in the State with the exception of the large cities of New York, Buffalo, and Rochester. Of the 807,219 pupils registered, 661,512, nearly 82 per cent, were examined. Defects were found in 596,267 children, and of these 48.9 per cent, 292,047, received treatment. Of the defects treated, nutrition accounted for 18,910; teeth for 57,496; goiter, 1,693; eyes, 12,488; ears, 2,045; heart, 1,672; lungs, 916; speech, 1,637; and mental deficiency, 2,177.

#### **Teachers Establish Their Own Credit Union**

A credit union has recently been established by teachers in the public-school system of Highland Park, Mich. It is organized under the State banking laws, and is supervised by State bank examiners. Membership is limited to teachers approved by the board of directors. The union is authorized to accept deposits from members, as well as to form vacation and Christmas savings clubs. Members may borrow from the union at the rate of interest set by the board of directors.

A collection of 20,000 travel slides is included in the A. W. Swayne Collection of Visual Material recently acquired by the Chicago Public Library through gift of a private citizen. The library's collection now contains 42,896 slides, embracing material on religion, history, literature, art, physiology, sociology, and other subjects. Scripts and lecture notes are available on many subjects. The slides are loaned for three days to any properly qualified borrower for educational and recreational purposes.

#### **Junior Red Crescent Organizing in Turkey**

A junior section of the Turkish Red Crescent Society is now in process of organization in the schools of Turkey. The Junior Red Crescent will operate on much the same plan as the Junior Red Cross societies now functioning in 41 countries, and will promote similar aims of health, service, and international friendship among children. To help the new organization get under way, the American Junior Red Cross has recently made a gift of \$2,500 through the national children's fund maintained by the elementary and high-school membership for national and international projects.

The American members have also aided, directly or indirectly, in the formation of most of the European Junior Red Cross societies. These societies have since been able to finance a great part of their own programs and have in their turn helped other groups in getting started. The earthquakes and floods of the past few years and the severe winter of last year, necessitating much emergency work on the part of the European pupils, have made these gifts especially timely in many of the countries.

It is into this heritage of mutual aid and interest that the new Turkish society will be welcomed by school groups all over the world.

## SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
By THE DEPARTMENT OF THE  
INTERIOR, OFFICE OF EDUCATION

Acting Editor . . . . . HENRY R. EVANS

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. Club rate: Fifty copies or more will be sent in bulk to one address within the United States at the rate of 35 cents a year each. Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

NOVEMBER, 1929

### James Ramsay MacDonald, Apostle of Peace

THE visit of James Ramsay MacDonald, Prime Minister of Great Britain, to this country in the interest of international peace, was an epoch-making event. His stay in Washington, D. C., as the guest of the President of the United States, was marked by many interesting ceremonies, but none more colorful and significant than the conferring upon him by George Washington University of the honorary degree of Doctor of Laws, at the university's fall convocation on October 9, 1929. The exercises were held in Memorial Continental Hall of the Daughters of the American Revolution. Mr. MacDonald was hailed as statesman and neighbor. Before a distinguished audience of educators, Government officials, members of the Diplomatic Corps, the Cabinet, the Supreme Court, and Congress, Dr. Cloyd Heck Marvin, president of the university, presented the degree. The citation was as follows:

"James Ramsay MacDonald: Prime Minister of Great Britain; social leader whose spiritual fervor and quiet will have wrought, through periods of stress, fine courage, steadfast understanding of service for public weal, and rugged sympathy toward men; statesman gifted to establish the ideal as reality and make it an enlightening power in the lives of men and of nations; neighbor and envoy of understanding between kindred peoples."

Mr. MacDonald, standing in front of the portrait of George Washington which graces the rostrum, replied as follows:

"Mr. President: In standing before you for the first time in these very distinguished robes which, I take it, embody the appreciation of this university for all those who are trying to promote the cause of peace in the world, I regret very much that I have been unable to accept various other invitations from universities to join them in their membership. But I take it, Mr. President, that those of you who are responsible for the conduct of this distinguished university will allow me to say

that I regard you not only as yourselves, but as representatives of the other great educational institutions of the United States.

"I have been asked to say something to you. What can I say? I never attended a university, unfortunately. I have been, as I understand so many of you are here, people who have had to acquire your educational attainments in your spare hours and after having undergone the labor that you find necessary for the earning of your daily bread. My friends, my colleagues in academic circles here, I hope you will never forget that the finest education is the education that has been acquired by daily labor, by saving, not so much money as saving what is still more precious—time and opportunity. It is those moments that pass by us, almost unconsidered, that should be used in attaining to that great satisfaction of mind, that peace of conscience, which comes from making the very best of the opportunities that God has implanted in our midst.

"One word I should like to say to you, and one word only. You never can acquire anything in this world without purchasing it; purchasing it by your own efforts, your own work, your own sacrifice. You may attain high office in the State. It will never come to you as a gift. You may attain to high position in business. It will never come to you as the manna fell upon the children of Israel wandering in the desert. Your names may be emblazoned in the newspapers of your country, and other similar distinctions may come to you, but do remember that the way to that is a hard road, and that only men and women of untiring courage and stability can attain to it.

"Let us all value education. Let us all appreciate it as something more than mere knowledge, because after all, knowledge is a sort of outward ornament. The education that is real is the education that means our being of finer temper, more adaptable, more flexible. Let us assimilate knowledge until it becomes ourselves, showing itself in character, reliability, straightforwardness. That is the end of education, and the very first moment of the honor you have conferred upon me by making me one of your members, I take the opportunity, in these few sentences, of embodying to you all the experience I have had in a very varied and in a very—I was going to say 'up and down'—life. Remember, when you have had honors, you have to bear them, and the bearing of them entails sacrifice and burdens upon you.

"Mr. President, I want to express again my appreciation of the honor which has been conferred upon me."

Mr. MacDonald, who is the embodiment of simplicity, good humor, and

kindly feeling, was greeted by the audience with tumultuous cheers and hand clapping. It was an inspiring occasion, and one that will not soon be forgotten in the annals of George Washington University.

Men like James Ramsay MacDonald, who rise from comparatively humble beginnings to places of power and significance in the world, are the men whom history loves to honor. The story of their early struggles for a livelihood, their heroic efforts to obtain an education and lift themselves above the masses, incites others in similar circumstances to attain to the highest things that life can give.

President Marvin, in addressing the graduating class, emphasized the real meaning of education in these words:

"Members of the graduating class: You have spent some years in living under rigid self-discipline. Now, you are to leave the halls where special counsel is constantly at your command. In the years spent here you have learned the challenges of work and the satisfactions of meticulously completed tasks. As you take up your activities of life outside of the university, think of life's satisfactions as growing out of self-assigned work. Such service will require the same type of habitual action as you have known in the competition here.

"You have learned that virtuous habits are not gained by rote nor exercised automatically. Conscious discriminating effort is the price paid for true action in life. Unless your activities have ennobled your mind, you may be only a bland yet obvious parasite.

"The hall marks of an educated man are critical intelligence, sanity of thought, nobility of spirit, willingness to serve.

"Let such disciplines as these continue to command, that each of you may be counted among the benefactors of the country and of the human race."



### Colonial Education

WITH the coming of Thanksgiving Day we are reminded again of those hardy Pilgrim Fathers who landed on the shores of New England in December, 1620, to found one of the most remarkable Commonwealths in the world. In the fall of the following year they garnered their first harvest and then held a feast of thanksgiving, which is the origin of our present national festival. One of the blessings which we of the present have to be thankful for is the interest taken in free public education by the early settlers of New England. This brings up the subject of colonial education in general.

In New England the State very early assumed a definite responsibility for edu-



education and, to a large extent, the support of the schools. Whereas in the middle colonies schools were maintained by the church, the southern colonies looked upon education as a family function. If one should seek the seed corn of public education in this country, he would find it in the chapter of our colonial history which relates to Massachusetts.

In 1647 the General Court of Massachusetts Bay Colony made it obligatory upon every township of 50 householders to establish a school and provide a master, who should be paid either by the parents of the children he taught or by public tax, as the majority of the town committee might prefer. Furthermore, every town of 100 families or householders was required under this law to establish a grammar school in which pupils might be prepared for college. This act became the basis of the public-school system of the Commonwealth of Massachusetts and the prototype of similar State systems throughout the United States. Connecticut, in 1650, enacted a law embodying the provision of the Massachusetts law.

In 1683 the Quaker colony of Pennsylvania passed a law that all children should be taught "so that they may be able to read the Scriptures and to write by the time they attain to 12 years of age; and that then they be taught some useful trade or skill, that the poor may work to live; and the rich, if they become poor, may not want: Of which every county court shall take care."

The Colony of Virginia in 1619 undertook the establishment of schools, but efforts in this direction were checked for a time by Indian wars.

The Dutch colonists of New Netherland had schools at an early date. New Amsterdam was the first Dutch settlement to establish a public school, in 1633, with Adam Roelantsen as schoolmaster. When the Dutch Colony came under English sovereignty and was known as New York, the English settlers, as Dr. Edwin E. Slosson says, in his *The American Spirit in Education*, "practically ignored the Dutch establishment of public education and sent their own children to private schools or let them do without instruction—the custom not only in England itself, but in the majority of the English colonies." In 1702, however, the people of New York passed a law authorizing the public support of a school teacher in New York City to instruct "male children of such parents as are of French and Dutch extraction as well as of the English."

The War for Independence interrupted educational activities in this country for the time being. Many schools fell into decay or were abandoned entirely. The Latin grammar schools and academies frequently closed their doors for lack of students, while the colleges were often

deserted. "The period of the Revolution and the period of reorganization which followed, up to the beginning of our National Government (1775-1789)," says Cubberley, in his *Public Education in the United States*, "were together a time of rapid decline in educational advantages and increasing illiteracy among the people." The country was plunged in debt, commerce was practically dead, and the government of the Confederation was ineffective and helpless.

The new Constitution of the Union made no mention of education. The establishment of schools was left to the individual States—a power implied in the tenth amendment to the Constitution, ratified in 1791. Yet from the foundation of the Republic, the Federal Government encouraged education in the several States and made provision for schools in its Territories. The ordinance of 1785 respecting "the disposing of lands in the Western Territory," reserved section 16 of every township for the maintenance of public schools. The ordinance of 1787, "for the government of the Territory northwest of the river Ohio," confirmed the foregoing ordinance and declared that "religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." Subsequent legislation for land-grant colleges, agricultural experiment stations, extension, and vocational education involved still further the principle of Federal aid to education.

Although no mention of education is made in the Federal Constitution, the framers thereof and other leading statesmen and publicists of the time were not oblivious to the need for general education in a Republic such as ours.

Washington, Jefferson, Franklin, and Madison, in no uncertain terms, urged the education of the masses. They realized that illiteracy would prove the death blow to democracy. This enthusiasm for popular education on the part of the Fathers of the Republic was to bear wonderful fruit. From the Revolutionary War to 1835 remarkable changes took place in education. The colonial type of schools, by the close of the period, practically disappeared and typically American schools took their place; that is to say, elementary schools controlled by the State and free to all children.

Study of the Constitution of the United States and of the State of Washington is required by State law, as a prerequisite to graduation from public schools of Washington, and also from private, denominational, and other schools of the State whose work is accepted in lieu of the work of public schools.

## Office of Education of the Interior Department

Under a recent order of the Secretary of the Interior, Ray Lyman Wilbur, the subdivision of the Department of the Interior formerly known as the "Bureau of Education" will be called hereafter the "Office of Education."

## Office of Education Makes School Survey of Huntington, W. Va.

At the request of the Board of Education of Huntington, W. Va., and with the approval of the State superintendent of public instruction, a survey of the Huntington school system with special reference to school costs was conducted by the Office of Education, United States Department of the Interior. W. S. Deffenbaugh and Dr. Frank M. Phillips, of the office staff, were designated by the Commissioner of Education to make the survey. Field work on the project was begun on May 20, and completed May 25. The report, which was submitted to the board of education early in July, was published immediately by the board, and also in newspapers of the city.

Recommendations regarding the general and business administration of the school system were made in the report, but for the most part it was restricted to the presentation of information regarding school expenditures in Huntington, which were analyzed and compared with such expenditures in other cities comparable to Huntington.

## Convention of the National Commercial Teachers Federation

The thirty-second annual convention of the National Commercial Teachers Federation will be held December 26-28, 1929, in the Stevens Hotel, Chicago, Ill.

With the growth in membership attendance upon the convention increases each year, and many leaders in commercial education will be present. Discussions at "round tables" will center upon the most recent educational theory and procedure. A feature of the sectional meetings will be addresses by many leaders in secondary commercial education and in commercial teacher training.

As approximately 20 per cent of all secondary-school students are enrolled in the commercial curricula, this phase of education has become of increased importance to high-school principals and administrators.



# International Congress on Commercial Education in First Postwar Session

*Large Delegation Representing 37 Nations Attests Importance of Commercial Education. Keen Interest Manifested in American Business Practices. Cooperation Given by Interior Department, Office of Education, in Arrangements for Meeting*

By LEVERETT S. LYON

*The Brookings Institution, Washington, D. C.*

A SIGNIFICANT event to all who are interested in education for business was the International Congress on Commercial Education held this fall in Amsterdam September 2-5, inclusive. Similar congresses had been held at Bordeaux (1886), Paris (1889), Bordeaux (1895), London (1896), Antwerp (1898), Venice (1899), Paris (1900), Milan (1906), Vienna (1910), and Budapest (1913). This congress marked the resumption of the international meetings.

## *Large International Representation*

The congress was international in the full sense of the word. Not less than 37 nations were represented by the 600 delegates present. Germany led with the largest representation. France was second, followed by Great Britain. Im-

portant groups came from Austria, Belgium, and Holland. Among the smaller or more remote countries represented were Brazil, Chili, China, Ecuador, Egypt, Japan, Uruguay, and Venezuela.

Representatives to the congress were listed in three groups: Official delegates—those appointed by their Governments as representatives; representatives of collective members—those representing associations within their countries; and individual members. Among delegates appointed by the President of the United States the following were in attendance: Dr. Henry H. Hatfield, University of California, Berkeley; Dr. Thomas H. Healy, Georgetown University, Washington, D. C.; Clay D. Slinker, Des Moines (Iowa) public schools; Miss Eva M. Jessup, board of education, Los

Angeles, Calif.; Lloyd L. Jones, board of education, Cleveland, Ohio; John R. Gregg, Gregg Publishing Company, New York City; and Dr. Leverett S. Lyon, the Brookings Institution, Washington, D. C.

At an informal meeting of the American delegation, Mr. Gregg was made chairman of the group, and by this election he became also an honorary vice president of the congress.

The program of the congress was arranged by the president, E. H. Boissevain, in cooperation with the executive committee, and with committees in different countries which form a part of the international organization. As the United States has at present no membership in this body, the Office of Education of the United States Department of the Interior, at the request of President Boissevain, assisted in organizing the American representation.

## *International Representation on Committees*

The program of the congress was well organized, and it presented a fairly well-rounded view of business education. Centering around the keynote, "The international interlacement of economic relations and its effect on commercial education," such topics were discussed as the social and economic implications of education for business, postwar develop-



Thirty-seven nations represented in International Congress on Commercial Education at Amsterdam

ments in commercial education, and international exchange of young business men for practical training.

#### *Interest in American Business Practices*

That keen interest is felt in every type of American practice and experience was evidenced by the consideration given Professor Hatfield's paper on the development of education for business during the past 15 years in the United States. The probable changing status of the business college, the curriculum of high schools, and advance of the collegiate school of business were discussed.

Europe appears to be interested in salesmanship training, and several speakers admitted readily the lead of America in this field, both in schools and courses, and in the cooperation of schools and business for such training.

#### *Plans for an American Group*

The American delegates strongly favored some organization which would enable them to become a part of the International Society for Commercial Education, which comprises collective members, such as government authorities, public institutions, corporations, and societies. Members living in the same country form a national group. The organization of such a unit is left to the group itself. The society has a general meeting, such as the one held in Amsterdam, and is directed by a central committee, a managing committee, and an executive committee. The general meeting is, as a rule, held every three years. The society publishes a journal known as *The International Review for Commercial Education*. It was agreed by the American delegates that a group should be formed in the United States, which would probably take as its name, "International Society for Commercial Education—American Chapter." Membership in this organization would be open to anyone interested in commercial education.

#### *Social Features Add Interest to Occasion*

Social interests of the delegates were not overlooked. A dinner and reception were given on the evening before the formal opening of the congress, and the days of conference were broken by trips through the city, across the Zuiderzee, to quaint Marken, and by a motor trip to Zandvoort, a North Sea summer resort.

The congress attracts a very high type of European representation, comparable in every way to such a professional gathering as the American Economic Association or the American Historical Association. It is believed that in such a gathering of scholars the United States should continue to be represented.

## Responsibility for Supervision of Alaskan Reindeer Industry Placed upon Governor of Alaska

*Expansion of Reindeer Industry of Alaskan Natives Necessitates its Transfer from the Interior Department, Office of Education, To the Governor of the Territory of Alaska*

"THE Commissioner of Education is no longer valet to Santa Claus."

In these words, William John Cooper, United States Commissioner of Education, informed his staff that the Secretary of the Interior, Ray Lyman Wilbur, had acted favorably upon the commissioner's recent recommendation that other officers in the Interior Department assume responsibility for the reindeer of Alaska. On and after November 1 the Governor of Alaska will assume supervision of this herd of a million reindeer.

#### *Placing Responsibility Where It Belongs*

This work has been a responsibility of the United States Office of Education for nearly 40 years, and is often cited as an example of the curious duties assigned to certain officials in Washington and an indication of the need of governmental reorganization.

In his annual report to the Secretary, Doctor Cooper summarizes the early beginnings of the reindeer industry in Alaska and explains why the Office of Education has had supervision of it. In the early nineties of last century, Dr. Sheldon Jackson, general agent of education in Alaska for the office, urged that the United States Government undertake to introduce the Siberian domestic reindeer into Alaska.

After two efforts in Congress had failed to get funds, an appeal was made to the people directly through the press of Boston, Chicago, New York, Philadelphia, and Washington. From this appeal came \$2,146. With the money Doctor Jackson, in the face of great difficulties, secured 16 reindeer in Siberia, and, accomplishing what appeared to be the impossible, he transported them 1,000 miles through a stormy sea to one of the islands of Alaska. From this humble start in 1891, some million reindeer now graze on the tundra of this far northern territory, and bring to the fore new problems which have resulted in Commissioner Cooper's recommendation and Secretary Wilbur's transfer order.

Rarely has a Government undertaking worked out so ideally as the introduction into Alaska of an animal not native to it, to take the place of a food supply of whale and walrus which was being cut off by hunters from the outside world. The reindeer has been developed to the point where it supplies much of the food, cloth-

ing, and transportation for a whole people which, half a century ago, did not know of its existence.

The reindeer are, in fact, increasing in such numbers that it has become necessary to find an outlet for the products which they yield. The vast areas of Alaska that are of little use otherwise are capable of supporting even greater numbers of them, and of making an important contribution to the meat supply of the world. So great has been the success of the reindeer development of Alaska that this year Canadians have purchased 3,000 head which they are taking into that vast region along the Arctic coast of the Mackenzie River, where, it is believed, the Alaska experiment can be repeated.

As the numbers of reindeer in Alaska have increased, new problems of administration have presented themselves. The time is coming when range control must be established. Already the problem of marketing reindeer meat has become an acute one. There are scientific problems, such as the control of the warble fly, which lays its eggs on the backs of the reindeer, from which grubs emerge, leaving holes which spoil the skins. There are also problems of crossbreeding with caribou, and the Biological Survey is conducting experiments on Nunivak Island.

#### *Alaskan Governor the New Santa Claus*

These problems, it is held, are not properly in the province of the Office of Education, which is a research educational agency. It is thought that they may be more advantageously handled by administrative officers on the ground than from Washington. The Governor of Alaska under the law of February 10, 1927, is the ex officio commissioner of the Department of the Interior. He is on the ground and his work is closely coordinated with the work of the ex officio commissioner for the Department of Commerce, Dennis Wynn, and the ex officio commissioner for the Department of Agriculture, Charles H. Flory. It is natural, therefore, that Governor Parks should become the Santa Claus in charge of all the reindeer with its problems of preparing, shipping, and marketing. The Secretary of the Interior has named Ernest Walker Sawyer, an executive assistant attached to his office, as contact man between himself and Alaska. Thus is an entirely new set-up established for handling this peculiar task of government.



## Around the World—A Project in Human Geography

*Seeing a Project Grow from Crude, Commonplace Materials to a Realistic Representation of Lands and Peoples in Different Parts of the World, and All the Work of Their Own Hands, Can Not Fail to Stimulate Minds and Hearts of Children*

By EOLINE WALLACE MOORE

*Professor of Education, Birmingham-Southern College*

THE textbook for third-grade geography in our school is based upon a study of children of other lands. While the pupils enjoyed even the mere oral reading of the text in class, it seemed that there should be some way to help them actually to enter more understandingly into the activities of these far-away children. They must live with them if they would really know them. The idea of correlation of industrial arts with geography resulted in the working out of a project which incidentally motivated a surprising amount of supplementary reading, as well.

We decided to take an imaginary trip around the world, visiting the homes and schools of our foreign cousins, and seeing how they live. This desire of the children was strengthened by the showing of some pictures brought from the library, and by telling them some interesting stories of child life in other lands.

### *How We Shall Girdle the Globe*

To help them choose the country which might interest them most, the pupils were permitted to look all through the little geography at the pictures. Then groups were formed to work out a picture of life in that country. Since the children had the idea of "around the world" so strongly in mind, we arranged tables part way around the schoolroom, and on these the

different countries were represented. This was a departure from the usual procedure of making one sand-table representation at a time. The few tables that we could borrow were joined by planks, and all were covered by thick layers of newspaper. Location of the different countries on the tables was decided by studying the globe map.

The children were told to read as much as possible about their chosen country before beginning to plan their tables. A gratifying interest was developed in the library and book table.

### *What Countries We Shall See*

In the free-work period before school the pupils were permitted to gather in groups and discuss plans for the individual project. The teacher visited the different groups, listening to plans, and offering suggestions. Pupils were assisted in selecting some scene for representation which would be typical of the country chosen, and which would show the childhood environment of that land. For instance, the Germany group chose to picture a little section bordering on the Rhine, with a tiny German village, and vineyards, not forgetting the "Mouse Tower." In the Switzerland group a chalet was perched upon a high mountain side, with a boy and girl driving the dog that pulled the milk cart. The purpose

of the Philippine group was to illustrate a new-type school in a tropical setting, with native boys and girls in characteristic costumes playing around the schoolhouse.

Pictures in the textbook, as well as many pictures provided by the teacher, aided the pupils in the selection of typical scenes for the different countries, and a number of books and pictures were borrowed from the public library. Among the books they found suggestive were: *Around the World*, by Carroll; *Little Folks of Far-Away Lands*, by Whittum; *Our Neighbors, Near and Far*, by Thompson; and the *Twin Books*, by Perkins.

### *Foundation Work on the Project*

When the scene had been agreed upon, a list was made of materials which would be needed, and the children were encouraged to utilize simple things—twigs for fences and trees, moss for grass, old kid gloves for Indian wigwams, paraffine for icebergs, rocks touched with kalsomine for snow peaks, and our fine white native clay for molding into many different subjects.

In the industrial arts periods the entire class was taught to fold and paste a type house of construction paper. These were varied to suit the needs of houses for the different countries. A fancy roof made a Chinese pagoda; an extra story and a red roof made a cottage for the German village. But the tiny Swiss chalet was made of little sticks, with the roof weighted with stones. Other periods were devoted to practice in clay modeling, so that the young artists might be able to make Indian pottery, houses for the Pueblo Indians, tea sets for the Chinese, and animals of different lands. Very realistic were the Eskimo dogs and the igloos made of clay blocks and sprinkled with a little flour for snow.

### *Two Tables Portray African Life*

Africa had two tables, one for the desert and one for the black belt. Amid the billowing sands of the Sahara a caravan camped at an oasis, setting up tiny tents of white linen, under which rested Arabs in bright robes, and near by stood the patient clay camels. In the African "black belt" grew palm trees, made by pasting construction-paper leaves to tiny twigs. These were festooned with vines. In some trees were monkeys made of wire wrapped with brown yarn. Clay crocodiles and elephants were calmly resting in the shade, and a little brown baby played before the door of the rude stick-made hut.

Holland had the usual windmills, and the yard of the tile-roofed home of Hans and Greta was bright with paper tulips. The triumph of the China group was a coolie plowing the rice field, with the aid of a water buffalo.



In the Philippines they saw school life in the Tropics





They visited homes and schools in Japan

It was planned to begin our journey by going westward from Alabama, across the American Desert, and sailing from San Francisco. Therefore, one group modeled Alabama in relief, using different soils as needed, making cities of the smallest clay blocks, and being so ambitious even as to mix cement for the paved highways. A little paper train steamed joyously across the desert, passing the homes of our few remaining American Indians.

#### *Listing Some of the Results*

Our study and work together resulted in a quickened interest in the entire program of the classroom, bringing about the almost entire elimination of the discipline problem.

More intimate knowledge of the peoples studied and their geographic environ-

ment, thus promoting a world-citizenship attitude.

Increased skill in handwork, with incidental knowledge of the uses of many materials related to food, clothing, and shelter.

A noticeable improvement in silent-reading ability.

Growth in the elements of citizenship, cooperation, helpfulness, ability to work together, and appreciation of the labors of others.

Increased self-respect, and greater confidence in attacking problems, with a realization of the inspiration resulting from the doing of a worth-while piece of work.

Greater enjoyment of literature through the stories and poems of foreign lands given in the literature period. Especially delightful were the lullabies of different lands.

### Teachers in Parliament

Forty-eight members of the present British Parliament have had experience in teaching or in educational administration. No fewer than 14 of them have been engaged in primary schools, and all these belong to the Labor Party. Three have come direct from the classroom.

Fifty rural farm schools have been established in Haiti. Eight industrial schools offering elementary and secondary instruction to both boys and girls have been established during the past three years. In one year district agricultural agents made 4,000 visits to farmers to instruct them in regard to farm problems.

Approximately 5 per cent of the children in the public schools have defective hearing, and many might be cured or their hearing loss retarded if preventive clinics

were in operation, asserts Mrs. James F. Norris, chairman of a committee of the American Federation of Organizations for the Hard of Hearing.

### International Educational Cooperation

Portuguese schools of Oakland, Calif., and New Bedford, Mass., are recognized for all purposes as primary schools of the Portuguese Republic, according to a decree issued by the Ministry of Public Instruction of Portugal.

For the training of young men for leadership in the business field, particularly in manufacturing and finance, the F. C. Austin Building in Chicago, valued at more than \$3,000,000, has been donated by the owner to Northwestern University. It will be held as an endowment, and the income, which it is thought will

amount eventually to about \$200,000 a year, will be used for scholarships for young men who give promise of becoming successful business executives.

### Boys May Use Famous Cricket Grounds

Cricket grounds of Oxford University, when not in use by undergraduate students, are thrown open to boys in Oxford City elementary schools. Since establishment of this precedent about seven years ago the movement has extended and many other English schools and clubs have thrown open their private cricket grounds for this purpose, giving thousands of boys the opportunity of playing the game under favorable conditions.

### Hair Cuts Free to Poor Children

A barber's "clinic" in Marinette, Wis., provides free hair cuts for children in public schools who need this service, and whose parents can not afford to pay for it. Three members of the Barbers' Association of Marinette donate their time on one or two mornings each month, and materials and equipment are provided without charge by the association. The hair cuts are given in the school health center of the junior high school. As many as 70 children have been given hair cuts in one morning. The average is between 40 and 50.

### Advisory Committee on Education

The National Advisory Committee on Education, appointed by the Secretary of the Interior for the purpose of making a study of present relations of the National Government to education, held its first formal meeting in the Secretary's office, United States Department of the Interior, on October 14. Thirty-seven of the 49 members were present, and great interest was manifested in the proceedings. Dr. Charles R. Mann was chairman of the committee.

A general statement on Federal policies of education was outlined, and something of its scope, functions, and activities was presented. Secretary Wilbur was requested to arrange for the employment of full-time experts to make investigations which the committee's work demanded. Some of the subjects to be studied are: Child welfare, home economics, national education, the library, research in general, commercial education, radio, etc.

It was decided to have a conference later with the National Education Association and the Land Grant College Association. The next meeting of the committee will be held April 28, 1930.

# Book Service of the Library Association of Portland to Schools of Multnomah County, Oreg.

*Up Hill, Down Stream, and into the Forest Primeval, Travels the Librarian to Bring Books and the Library Atmosphere to Small County Schools. Scope of the Service Increases as Larger Permanent Buildings Replace Inadequate One-Room Schools. Each Year About 35,000 Books Are Circulated*

By ANNE M. MULHERON  
*Librarian, Library Association of Portland*

EXTENDING for 50 miles along the historic Columbia River which separates Oregon from Washington, Multnomah County is long and narrow. It covers 450 square miles of territory. For the most part the county is comparatively level, although its hills rise to 500 and 600 feet, and its few small mountains reach a height of 2,000 feet. In general, the activities are agricultural, with farms not too far scattered; but about one-tenth of the area of the county is in national forest. It is estimated that the city of Portland, lying at the extreme western end of the county, with a population of approximately 340,000, covers about one-eighth of the entire territory of the county.

## *Extensive Library Work Through County Schools*

The Library Association of Portland, which is the Multnomah County Free Library, gives book service to the entire county. Outside the city of Portland, where naturally the work is concentrated, the larger part of it is done through county schools.

In the city the library provides classroom libraries for grade schools and high

schools, and, since the platoon system has been in effect, it has supplied books to libraries in platoon schools. Work in city schools is intensive, and in the county it is not less intensive except as conditions may prevent. Each county school is supplied with a collection of books specially chosen to meet its peculiar needs. These are distributed to the separate rooms, and last year 217 collections, including 5,413 volumes, were sent to county schools.

In former years and even up to five years ago, when the majority of the schools had but one teacher and one room, the box included a general library of about 30 books which aimed to include things of interest for the entire school.

As the years have passed these 1-room schools have almost disappeared, so that to-day there are few of them in Multnomah County. Instead of the tiny building with a dingy front yard, a flock of dinner pails and coats in the entrance, bad ventilation, central heating plant in the form of an old-fashioned wood stove in the middle of the floor, and mediocre pictures on unattractive walls,

there are to-day many cement and brick schools of the finest type with all the modern improvements which are demanded in our city schools.

## *One-room Libraries Circulate Books*

Books which are selected and sent to classrooms in the 45 schools of Multnomah County outside of Portland are, with about two exceptions, the only libraries to which the children have access.

Of course, whether or not the children read the books depends almost entirely upon the teacher. An enthusiastic teacher will always make readers of her children, and it is pitiful to contemplate the state of affairs when a diffident or nonreading woman is in charge. These children, isolated in many instances from other children and from amusements, naturally turn to books if exposed to them, but if books are shut up in a case and never referred to they can not be expected to become enthusiastic readers. Fortunately, this seldom happens and for the most part teachers are not only eager to have their charges read the books in their collection but request additions to supplement it during the year.

## *Majority of Schools Visited Annually*

The head of the school department of the library association has always taken these county schools as her especial charge. With 76 schools in the city and 45 in the county, and with extremely inclement weather during much of the school year, it is sometimes difficult to do personal visiting; but at least two visits are made annually to all county schools except a very few. About three of the schools are in the primeval forests of Multnomah County and off the good roads, and, unless the trip is undertaken early in the fall before the rains soften the woodland tracks, it is almost impossible to reach them. To reach one of the schools necessitates travel for at least three hours over the most thrillingly scenic mountain roads, so narrow in spots that two cars can not pass, so lonely in other spots that it is miles between houses, but so heavenly beautiful almost



Rejoicing is general when the book truck arrives



all the way that there is a perfect succession of exclamations of admiration and wonder. In the lumber mill at the top of the mountain is the school, reached by about 150 steps, and here there may be anywhere from 3 to 20 pupils.

#### *School Librarian Sure of a Welcome*

Another school is located on an island, and only a few times in the history of the library has this school been visited. The drive to it is not so many miles (along the Columbia River on the Washington side), but one must take a chance on making connection with a rowboat which eventually reaches the island. This is an entirely agricultural territory, and there may be a very few children in the school, or again there may be a respectable enrollment. When a library visitor can not reach them, letters telling about the books are sent and the teacher is reached when she comes to teachers' meetings at the county superintendent's office.

The visit of the school librarian, in the remote school especially, is an occasion of great rejoicing. In the first place, she is one of the very few people who visit them; and second, and perhaps most important, she has a story for them. And how they love it. Her main object is to stimulate an interest in the books which she has sent, and she tries to accomplish this by short talks on as many books as possible. Then she explains about the reading certificate, a device to encourage home reading, resorted to in schools remote from branch libraries and city facilities. If a child reads five books from his school collection



Winter deliveries increase the thrill of adventure in library work

and reports on them either in writing or orally to the librarian when she makes her spring trip, he is awarded a certificate. It might be interesting to note that about 35,000 books a year are circulated to the county schools.

To the high schools in the county, three in number outside of Portland, special service is also given.

During the summer, when schools are closed, the library operates its book wagon over so many routes that practically all school districts are touched once every week, or at the least every two weeks. The books supplied both in

winter and in summer are of a purely recreational nature—that is to say, they are chosen with the idea of stimulating the reading habit, but in no sense are they all fiction. They are books of all classes, chosen from the best in children's literature. All collections are selected to form a well-rounded library, and by a scheme of lists they cover a range of literature which enables a child to have a chance to become acquainted with a great many books during his elementary-school life.

#### *Desk Libraries Provided for Teachers*

The teachers have special privileges in their teachers' reference or desk libraries. At the beginning of the school year they pick out what they need for their own use—not books on methods, but texts or material to supplement their own texts. They may keep these small collections for the term or the year, and they are always welcome to choose additional titles from the school-department collection. During the past year 131 teachers' reference libraries, containing a total of 2,272 books, were sent out. The school department of the main library, with its staff of trained librarians, has a full and adequate collection of books on methods and pedagogy in general, as well as thousands of well-selected and nicely mounted pictures. These are all at the disposal of teachers in the county, as well as of residents of Portland. As Portland is about the only place to go in Multnomah County, the teachers from even the remotest schools come to town more or less frequently, and most of them find that a 15-minute visit to the school department of the public library on Saturday mornings keeps them well supplied with all the teaching aids they need.



Books prove more engrossing than logs descending the flume

## Brief Items of Foreign Educational News

A school in Mittenwald, Bavaria, for training in the making of violins is believed to be the only school of its kind in the world. It is a State enterprise, established 70 years ago, and the majority of the townspeople are or have been students of the school. According to recent reports the industry is now threatened by machine competition.



The Brazilian Government has authorized the opening of a credit of 1,000 contos (\$125,000) for the construction within the confines of the University of Paris of a students' house, the object of which shall be to facilitate the efforts of Brazilian students to enter upon and carry on their studies in the French capital.—*Edwin V. Morgan, American Ambassador, Rio de Janeiro, Brazil.*



The Cuban Department of Public Instruction and Fine Arts has ordered the publication in English of a history of Cuba, to be presented to American public schools, according to the *Diario de la Marina*. It is stated that this action was prompted by misstatements in books now used in American schools.—*C. B. Curtis, American chargé d'affaires ad interim, Habana, Cuba.*



For the construction of a hall of instruction at Heidelberg University, Germany, a fund of \$500,000 has been donated by a group of Americans, many of them business and professional men of New York City. The fund was presented to the university through the American ambassador to Germany, and upon him honorary citizenship was conferred by the Lord Mayor of the ancient university city.



A Hittite museum, to be erected at Angora by the University of Chicago, has been authorized by the Turkish Government. The project is in connection with explorations in which the university has been participating in the Near East, in the search for remains of pre-Babylonian and Hittite civilizations. Recent dispatches indicate the discovery in Anatolia of the remains of a 5,000-year-old village.



Museum classes in the Royal Ontario Museum, Toronto, have been instituted

recently for children in public schools of the city. This is made possible by the recent appointment of a museum teacher of wide experience. The plan is that all fourth-book children shall visit the museum at least once before the end of the school year. Talks will be given on subjects correlated with geography and British and Canadian history, using the exhibits as illustrative material.



A special educational commission composed of three teachers to visit the United States and Europe has been created by an act of the Congress of Paraguay approved by the President of the Republic. The work of the commission is expected to continue over a period of two years, and will include educational legislation; methods and equipment as applied to primary, secondary, and normal instruction; industrial education; training of women for home duties; work with abnormal children; and pedagogical laboratories.



### Ontario Promotes Vocational and Technical Instruction

Building for a vocational and technical school will be constructed in Kingston, Ontario, at a cost of \$300,000 to \$400,000 according to information received through the State Department from George Gregg Fuller, American consul, Kingston. A site adjoining the Collegiate Institute has been approved by the Ontario Department of Education, and it is expected that the building will be completed in about a year.



### Coeducation Restricted in Chile

In a report on educational progress in Chile received by the State Department from Hon. W. S. Culbertson, United States ambassador to Chile, it is stated that a recent decree on education has been published by the minister of education. The ambassador explains that some of the original proposals are considered to be "of an idealism too high" to be put into immediate effect, and among these he mentions the question of coeducation. He states that after "extensive discussion in educational circles, the proposal actually to establish coeducation in secondary schools of the country has been rejected in the belief that the temperament of Chilean children approaching maturity is such that coeducation would

be detrimental to their moral as well as their educational progress."



### Literacy Drive in Foochow, China

A campaign for the promotion of literacy as well as of patriotism has been inaugurated in Foochow, China, according to information received from Samuel Sokobin, American consul at Foochow, transmitted through the Department of State. The campaign is sponsored by the Fukien Government Bureau of Education, and has been carried out vigorously by means of posters, handbills, parades, visits in homes, and speeches to laborers and soldiers. Free tuition and books are promised those enrolling, and classes are open to all between the ages of 12 and 50 years. It was announced that instruction would begin June 10 last. The following subjects compose the curriculum: Instruction in simplified Chinese by use of the Thousand Character Course, study of the three principles of the People's party as expounded by the late Sun Yat Sen, the writing of Chinese characters, letter writing, and arithmetic. In certain schools the plan includes instruction in English.



### Adult Education Among Jews

A meeting was held recently at Jews' College, London, to initiate the work of the Council for Jewish Adult Education. According to report of the Times, London, representatives were present from the Independent Order of B'Nai B'Rith (which body had originally sponsored the scheme), the Association of Jewish Friendly Societies, the English Zionist Federation, the Inter-University Jewish Federation, Jews' College, and the Union of Young Israel Societies of Great Britain and Ireland.

Arthur Blok, who presided, outlined as follows the reasons for the formation of the council and its aim: "Whereas it has been found desirable to provide extended facilities for Jewish adult education under conditions such as will definitely exclude controversies of a religious nature, and in which all sections of the community could participate, a joint council for the purpose shall be and is hereby formed."

The aim of the council is "To provide or to assist in providing organized continuous courses of lectures in the form of classes for adults or adolescents in Jewish literature, history, sociology, and other educational subjects of interest to Jews." An executive council was elected with instructions to take steps to carry the constitution into effect.—*Barbara E. Lambdin.*



## World Cooperation Brings Home and School Together

(Continued from page 43)

Holland has a law which requires that parents shall assemble in schools not less than twice a year. On these occasions addresses are made, a demonstration of school work or activity is arranged, and a "social hour" promotes some slight acquaintance among parents and teachers. But results are meager, and the law is "more honored in the breach than in the observance." The division of the school system into three sections—State, Catholic, and Christian Church schools—increases the difficulty of securing any national standards, but a definite effort has recently been made to obtain active organization and a united program among the units of at least one of the three groups mentioned. The best home and school work at present done in Holland is that carried on by the Museum for Parents and Educators. Established in a large school building in Rotterdam, this museum has a complete display of material connected with child care and training, mental, moral, and physical, and in connection with it a training school for young women is conducted. Those qualified go out with a traveling exhibit of the same type to demonstrate new ideas and methods in schools and to parents throughout the country.

### Plan of School Exhibits in Switzerland

A somewhat similar organization is the "Pro Juventute," in Switzerland. Exhibits, carefully planned and provided with demonstrators, go out in cars and stop in a community for a period sufficient to allow the instructor to reach local parents and to give encouragement and the newest educational devices to teachers in the more remote neighborhoods. One year the exhibit covers the needs of the preschool child, the next year it is planned for the child of elementary school age, and the third year it is concerned with the adolescent, after which the cycle is repeated. There is some parent-teacher organization, and much is done by local units in hygiene, scholarships, vacation camps, occupations, etc. There is some motion in the direction of a national home and school organization, but as yet the intense individualism of the cantons, which maintain rigidly the independence of their 22 State administrations, stands in the way of progress.

Norway, Sweden, and Denmark have all made some progress, starting 20 years ago with a form of school council, but their efforts have been, until very recently, restricted to school improvement. Where discussion of problems has been encouraged, it has been allowed in open meetings,

with the inevitable ill feelings as a result, and this has condemned the movement in the eyes of most of the educators. Sweden and Denmark have recently come into the federation, and are ready to forward the newer conception of it as a civic project and an opportunity for parent education.

### Work Promoted Through Church Schools

In Belgium a fine and strong movement, the League for Home Education (Ligue de l'Education Familiale) is doing excellent work, chiefly through the church schools, but it has influenced the homes and parents of the nation toward the study and understanding of children. Though there is no national organization, parent-teacher work of a high type is done in many localities. A notable example is found in the section of Brussels called St. Gilles, where an able superintendent has grasped the full significance of the idea and has produced some remarkable results, especially in character training, and community organization in support of the school system.

In Scotland, Edinburgh has recently formed a "Council of Home and School" which is working in close harmony with educational authorities. It is ably directed by a fine group of men and women and is expanding its program from one chiefly concerned with school improvement to one embracing all the aspects of child welfare. Particularly happy results are obtained through nursery schools and kindergartens of the state system, where the mothers are gathered into groups and given practical instruction in health and nutrition.

### School Improvement Associations in Latin America

Cuba has some 1,300 associations scattered throughout the island republic, but as yet they have not been brought into national relationship. In the past they were school improvement leagues only, but the superintendent-general has been imbued with the newer methods and is taking steps to bring about, in the near future, a general federation, with higher standards. The most effective piece of work done in Cuba to bring home and school together is the training in home economics and child care given to high-school girls in the "School of the Home" (Escuela del Hogar), a section of the state system. Demonstration clinics for babies are conducted, in which the girls have certain duties, instruction is given to the mothers in the presence of the class, and all work done in the school has a definite relation to the needs of the average home.

Mexico, for many years, has had scattered parent-teacher associations, many of which have done excellent work, but

with its entry into the International Federation its progress has become more rapid toward national organization. Associations in the Federal District, which centers around Mexico City, have been formed into a large Federal Council, and this will serve as a nucleus for the units in all other districts. Much admirable health work has been accomplished through these groups, and in the rural districts they have been remarkably successful in developing community life and recreation.

South America has sporadic organization with Brazil and Uruguay leading, as far as reports indicate. The difficulty in Latin countries seems to lie in the indifference of parents, who shift their responsibilities upon the schools; and in the tendency of the women to take no part in social or educational activity. Most of the American schools in both South America and Asiatic countries have fairly successful associations, but as they are usually connected with missionary effort, they do not reach the general public to any appreciable extent.

### Basis for Cooperation of Home and School

In this brief sketch of a world-wide movement many countries deserving mention have been omitted, but some idea may be gained of the universal stirring of interest in the problem of securing the rounded education of the "whole child."

The wide variation in educational and social systems in different countries makes impossible general employment of methods which have proved successful in the United States, but study made of the movement in all these nations has served to emphasize the universal applicability of the principles which have been evolved through long experience of the national organization in our country, and which may be thus summarized:

1. Absolute noninterference with school administration.
2. Intelligent support of the school system.
3. Development within the home of attitudes and conditions correlated with those given by the school.
4. Establishment, on a basis of common objectives, of such sympathetic relations between parents and teachers as will lead to private and friendly consideration and solution of problems connected with the child.
5. Recognition of entire equality between the partners in this cooperative enterprise in the responsibility for its success.
6. Active employment of the power of the combined forces of home and school for the improvement of community conditions, which may support or bring to naught the best efforts of both parents and teachers.

# New Books in Education

By MARTHA R. McCABE

Acting Librarian, Office of Education

**AMERICAN LIBRARY ASSOCIATION. COLLEGE AND REFERENCE SECTION.** College and reference library yearbook, number one. Chicago, American library association, 1929. 133 p. tables, fold. plans. 8°.

The appearance of this, the first yearbook of the college and reference section of the American Library Association, marks the culmination of a plan formulated over a year ago at the 1928 meeting of that association. The preparation of the yearbook was undertaken by a committee of college and reference librarians, of which Charles B. Shaw, librarian of Swarthmore was the chairman. The volume contains among other things, an extensive bibliography on American college library administration, classified by subject; a record of gifts to college and reference libraries; tables of statistics of enrollment, agencies, service, growth, salaries and hours, and finance. A directory of college and reference librarians is furnished, together with a number of plans for college library buildings.

**BROOKS, FOWLER D.** The psychology of adolescence. Boston, New York [etc.], Houghton Mifflin company [1929]. xxiii, 652 p. tables, diagrs. 12°. (Riverside textbooks in education, ed. by Ellwood P. Cubberley.)

The adolescent period of youth is the theme of this study as distinguished from the many studies covering the much-discussed theme of the very young child, which continues to be a most prolific one with educational writers. The adolescent field is important, as everything that takes place at adolescence is largely determined by what has taken place in the training of the youth before that period. The book contains in usable form the results of many individual investigations of the problems of physical growth, and the mental, moral, social, and religious development of young people during the adolescent and preadolescent years. The material presented has been selected and adapted from the author's wide experience in experimental work as being the most serviceable of that which had been actually used in his classroom.

**GERMANE, CHARLES E. and GERMANE, EDITH GAYTON.** Character education. A program for the school and the home. New York, Newark [etc.], Silver, Burdett and company [1929]. xviii, 224, x, p. tables. 12°.

At the present time there is manifest a great interest in furnishing young students training in character—the curriculum must contain it, the school program must provide for it, the teacher and supervisor must be trained and earnest in their efforts to make the subject attractive. The authors state that the home and school must cooperate intelligently and zealously in any program of character education that will be successful. The study, therefore, is presented in two parts: 1. How can the school build character? and 2. How can the school and home cooperate to build character? Each section is provided with methods and outlines and pertinent suggestions for carrying out a program of character building, and references for further reading have also been furnished.

**HARPER, SAMUEL NORTHROP.** Civic training in Soviet Russia. Chicago, Ill., the University of Chicago press [1929], xvii, 401 p. 4°. (Studies in the making of citizens.)

This study is one of a series of similar studies to be made in an effort to examine objectively the broad trends of civic training in some of the modern nations. The other countries included in the series will be England, Austria-Hungary, Italy, Germany, Switzerland, France, and the United States. The authors of the studies have been announced, and will include men and women who know the conditions whereof they write. The author of this volume has based his study upon an extensive reading of the Soviet press and literature, supplemented by a 3-months' visit in Russia in 1926, and by a number of previous visits which form a background. He presents many phases of civic education in Soviet Russia, among them being the general education among the Soviets, Soviet institutions of political education, literature, the radio, cinema and music, etc., with their educational features.

**MELVIN, A. GORDON.** Progressive teaching. An interpretation for the guidance of teaching in the public schools. New York, D. Appleton and company [1929]. xii, 272 p. illus., tables (part fold.) diagrs. 12°.

The title of the book is the theme around which a great deal of the scientific thinking regarding the American school system is concentrated to-day. The author of this study thinks that the development of the newer school-room practice is the greatest hope for the improvement of the public schools. He hopes that this contribution to the literature of the field may add to the improvement in that direction by providing material that may be used in the adequate training of teachers. Many of the well-known questions have been dealt with concerning child study, directing child study, etc. These are augmented by a discussion of the conduct unit, in general, and its value as a common basis for school work. The final chapters in the book are taken up with suggestions for vitalizing teaching, and measuring its results.

**MORRIS, JOHN T.** Considerations in establishing a junior college. New York city, Bureau of publications, Teachers college, Columbia university, 1929. 63 p. tables, diagrs., maps. 8°. (Teachers college, Columbia university. Contributions to education, no. 343.)

This study deals with local conditions at Mount Pleasant, Pa. The problems involved, however, would be those concerned in the establishment of a junior college in any locality. The three questions to be investigated are: (1) What are the economic conditions of the community? (2) what are the social-racial features? and (3) to what extent does the community support higher education? These considerations form the objective criteria for establishing a junior college under the auspices of a university, in the opinion of the author. The basic requisites should be, economic stability, social-racial normality, and educational achievement and

potentialities. Other supplementary requisites might be: The size of the population; size, nature, and scatter of the school population; adequacy of transportation facilities; and status of town as a civic center.

**O'SHEA, M. V.** Newer ways with children. New York, Greenburg, publisher, inc., [1929]. ix, 419 p. 8°.

Although normal young children are probably much the same to-day as they have been from time immemorial, conditions have changed, and the treatment of children should change. The author states that new times bring new problems, and he deals with a number of them in a brief way. Old-fashioned methods of dealing with children of the present day must go, and many of the questions confronting both parents and teachers are discussed in the hope of adjusting natural trends to present-day conditions.

**PROCTOR, WILLIAM MARTIN.** Vocations: The world's work and its workers. Boston, New York [etc.], Houghton Mifflin company [1929]. x, 382 p. illus., front., tables. 12°.

The growing demand for vocational information to supply the needs of educational and vocational counselors in the public schools furnished the *raison d'être* for this study. A real contribution to present-day educational needs is well-organized material that will successfully help boys and girls to find themselves and their life careers. It has been difficult for those directing this type of work with young students to furnish them the necessary material describing the various kinds of work in which the world's workers are engaged. This book brings together a large amount of material descriptive of the different callings, sets forth the qualities demanded, training needed, the opportunities, the incomes derived, etc.

**REEVES, FLOYD W. and RUSSELL, JOHN DALE.** College organization and administration. A report based upon a series of surveys of church colleges. Indianapolis, Ind., Disciples of Christ, Board of education, 1929. 324 p. tables, diagrs. 8°.

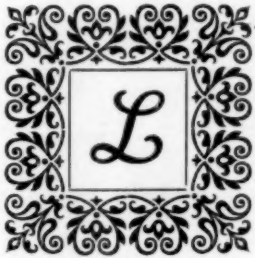
The authors discuss the service that higher educational institutions render society, and offer much information regarding their control, organization, and internal administration. Chapters are devoted to the physical plant, the curriculum, the problems of the students, the instructional load, the faculties, etc. The financial questions of budgets, costs, scholarships and loan funds, and support are also discussed.

**SCHWEICKHARD, DEAN M.** Industrial-arts in education. Peoria, Ill., The Manual arts press [1929]. 367 p. illus., front. 12°.

In the opinion of the author, the development that has taken place in industrial education has now acquired sufficient stability to insure its legitimate place in the school system. He proceeds upon that assumption in offering his study of the industrial-arts theme. The subject is treated on the intermediate school level, for the most part, as the author considers the educational value of industrial arts in the early grades has been well recognized. Several sections are suggestive to teachers and supervisors in this branch of work, namely, the bases of industrial-arts organization, their place and objectives; a study of occupations, shopwork, drawing, vocational guidance; and the preparation and personal qualities of industrial-arts teachers. The appendixes afford detailed courses of study for grades one to seven, with suggested "activities."



## MAN'S RESPONSE TO THE IDEAL

 A decorative initial capital letter 'L' is enclosed in a square frame with ornate, symmetrical floral and scrollwork patterns extending from the sides and top. The letter 'L' is a simple, elegant serif font.

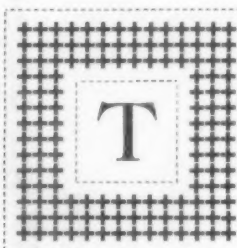
LATENT in everybody, reachable in very many, is a spark of idealism which you can touch, be it adult rural laborer or be it professor. You can rouse it, and you can get it to flame up. If you do that, you have a great moving force in the individual; and if you get it in many individuals, you have a great moving force in the nation. It is possible, if you have the genius to do it, to appeal successfully to almost everybody; it is certainly possible to appeal successfully to a great many. Borne down though they may be by the weight of worldliness that rests upon their shoulders, indifferent as they may seem to the highest things of the spirit, yet these things are there with them, and if you can just break through the crust, if you can just get them for a moment, then you have awakened a great force which, if you can awaken it sufficiently, will transform society. That is the secret of national education; to ask the highest, to ask the best, and to base your movement upon nothing short of idealism. That may seem a hard task, and it may look as if the quality was not present extensively. But it is not so really.

—LORD HALDANE.

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## MAN IS HIS OWN TEACHER

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THE FINEST EDUCATION is the education that has been acquired by daily labor, by saving, not so much money but what is still more precious—time and opportunity. It is those moments that pass by us, almost unconsidered, that should be used in attaining to that great satisfaction of mind, that peace of conscience, which comes from making the very best of the opportunities that God has implanted in our midst. \* \* \* You never can acquire anything in this world without purchasing it; purchasing it by your own efforts, your own work, your own sacrifice. It will never come to you as a gift. \* \* \* Let us all value education. Let us all appreciate it as something more than mere knowledge, because after all, knowledge is a sort of outward ornament. The education that is real is the education that means our being of finer temper, more adaptable, more flexible. Let us assimilate knowledge until it becomes ourselves, showing itself in character, reliability, straightforwardness. That is the end of education.

—JAMES RAMSAY MACDONALD.